

CHAPTER ONE

INTRODUCTION

I. *Intention and Plan.* This book is addressed to the scientific public, and in particular to serious students of psychology and education. It is not intended as a popular exposition, whether of the psychological facts or of the relevant educational theory.

The main part of the material quoted and discussed was gathered in my school for young children, but in spite of this, I am offering it in the first instance (with the further material from other sources) as a contribution to psychology rather than to education. In order to keep this distinction as clear as I believe it should be, I have divided the book into two parts, the first devoted mainly to a survey of the actual facts of social behaviour in young children which I have had the opportunity of observing or collating, and the place of these facts in psychological theory; the second, to the bearing of the psychological facts upon the question of how the parent and teacher can best help the social development of their children. It seems likely that only by keeping these two realms of discussion apart in our minds can we bring ourselves, on the one hand, to face the facts dispassionately, or on the other, to see clearly what meaning, if any, they have for educational practice. Otherwise, we readily pre-judge the facts in the light of what we would have them

be or feel
they ought to be,

2. *The Value of Qualitative Records.* In my introductory chapter to *Intellectual Growth in Young Children*, I discussed the value of purely qualitative records of children's behaviour,